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ABSTRACT

Following a change of presidents at Independence Community College (ICC), in Kansas, a new mission statement was collaboratively developed by the college community identifying ICC as a comprehensive community-based educational organization committed to improving the quality of life for its citizens. Administrative traits or characteristics applicable to carrying out the college mission were then identified and incorporated into a new vision statement and administrative styles were reviewed that would reflect and effectively implement the new mission and vision. A team leadership model was developed calling for an administrator able to foresee, value, influence, and promote change; facilitate, support, and coach self-directed teams; expand team capabilities through effective communication, creativeness, and performance-based team identity; utilize strategic planning to make the most of team differences; and use continuous performance personnel practices. ICC administrators were encouraged to participate in a series of continuous performance improvement seminars and enhance their skills in a community college Master's degree program conducted by Pittsburgh State University (Kansas) on the ICC campus. ICC is attempting to institutionalize the college mission and strategies as part of the working administrative culture. The mission statement and related strategies, administrative characteristics identified by staff, and information on staff seminars and the master's program are appended. (KP)

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Emerging Leadership Styles that Promote Continuous Performance Improvement.

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JC 940 440

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"EMERGING LEADERSHIP STYLES THAT PROMOTE CONTINUOUS PERFORMANCE IMPROVEMENT"

League for Innovation
Leadership 2000 Presentation July19, 1994

ABSTRACT

By: *Dr. Don Schoening, President*
Dr. Herbert J. Swender, Dean of Instructional Services
Dr. Thomas P. Kurucz, Dean of Administrative Services
Mr. Charles Smart, Dean of Student Services
Independence Community College, Independence, Kansas

After a presidential change in February 1992, Dr. Walter Browe served as interim president while the trustees, through the Association of Community College Trustees (ACCT), conducted a presidential search. Dr. Don Schoening was employed in October 1992.

Working with faculty, staff, and mid-level administrators, the president established a mission statement and seven strategies necessary to accomplish the mission. Performance based job descriptions were developed for a team of cabinet level administrators to support the mission and strategies.

The Administrative team composed of Dr. Herb Swender, Dean of Instructional Services; Dr. Tom Kurucz, Dean of Administrative Services; and Charles Smart, Dean of Student Services; was screened and selected using a performance-based personnel process which was the basis of a presentation at the 1993 League of Innovation meeting in Washington, D.C.

The performance-based personnel process called for evaluation of the administrative scope of work, team responsibilities, and professional qualifications.

Mid-level administrators had been employed in some cases without regard to professional training, community college experience, or advanced degrees often at a low level of remuneration. The administrators on staff were industrious and eager to serve although they often acted in isolation.

The climate best suited to advance the mission seemed to require administration who could work effectively in teams. The dilemma the college experienced was one of trying to institute master-level community college educational training and intensive team leadership in-service activities with limited funding. Our response to this dilemma is the basis of our presentation entitled "Emerging Leadership Styles That Promote Continuous Performance Improvement."

"EMERGING LEADERSHIP STYLES THAT PROMOTE CONTINUOUS PERFORMANCE IMPROVEMENT"

By: *Dr. Don Schoening, President*
Dr. Herbert J. Swender, Dean of Instructional Services
Dr. Thomas P. Kurucz, Dean of Administrative Services
Mr. Charles Smart, Dean of Student Services
Independence Community College, Independence, Kansas

The college community collaboratively developed a concise twenty-word mission statement: "Independence Community College is a comprehensive community-based educational organization committed to improving the quality of life for our citizens." (See Appendix A)

Strategies were:

A. Providing opportunities for Independence Community College students to transfer successfully to four year colleges and universities.

B. Developing partnerships with public/private schools, private industry, governmental agencies and economic development organizations to provide career and customized technical training.

C. Providing success oriented opportunities for educationally disadvantaged citizens seeking educational and vocational entry level skills.

D. Creating cultural, social, recreational and athletic opportunities for students to improve their talents and skills which encourage citizen involvement in college events.

E. Providing financial direction and/or assistance to learners seeking access to Independence Community College.

F. Supporting citizens with educational counseling, assessment, advisement, and retention programs that assist learners in reaching their educational goals.

G. Providing facilities, equipment, and resources that encourage student, faculty, staff, and community goal attainment.

The seven strategies and the college mission statement were then the focus of identifying the characteristics of the Independence

Community College administration staff. (See Appendix B, C) The next task was to identify the administrative traits or characteristics that might be most applicable to the carrying out of the college mission and the strategies related to accomplishing the mission in actual terms of delivering services and results.

The president's cabinet used these traits or characteristics to develop a vision statement encompassing the key words or phrases gained from the administrative focus groups. The vision statement was:

"The Independence Community College administrative staff work effectively in self-directed teams facilitating change by coaching team members to utilize effective communication skills to promote strategic planning resulting in performance based continuous improvement of Independence Community College to enhance the quality of life for our citizens." (See Appendix D)

As the administrative staff reviewed changes in leadership styles, the title of this presentation, "Emerging Leadership Styles That Promote Continuous Performance Improvement" emerged. If the mission had changed, and certain strategies were needed to promote the mission, then perhaps a new approach to leadership could become part of the institutional culture.

After reviewing the supervisory leadership styles that call for direction, explanation, training, management, conflict containment, and reaction to change, the staff moved to participative leadership. The participative leadership model as described by Wellins, Byham, and Wilson in their book, Empowered Teams, involved people, encouraged individual performance, input, conflict resolution, and change. The participative model, while it created more group process, seemed to fall short in improvement of services and measurable results.

The college developed a team leadership model calling for the administrator who could (a) foresee, value, influence, and promote change; (b) facilitate, support, and coach self-directed teams; (c) expand team capabilities through effective communication,

creativeness, and performance-based team identity; (d) utilize strategic planning to make the most of team differences; and (e) use continuous performance personnel practices.

As the team leadership model emerged as a leadership style, Independence Community College administrators were encouraged to participate in a community-wide series of continuous performance improvement seminars. An additional benefit from this series of seminars, developed collaboratively with business and industry, was the opportunity for industry and educational leaders to work in a team. The seminars were college based and focused directly on the characteristics identified in the college team leadership model. (See Appendix E)

The administrative job descriptions of the college called for enhanced educational skills and theoretical training. The college approached Pittsburg State University (Kansas) to base and conduct a Master's degree curriculum on the Independence Community College campus. Administrators were able to enroll in a solid community college Master's program without the additional expense of travel or loss of needed salary. The core curriculum included: (a) education finance, (b) personnel management in school administration, (c) community college administration, (d) the community college, (e) legal foundations of education, (f) methods of research, (g) curriculum development, (h) administration and supervision of special education, (i) administration computer applications, (j) individual and group student techniques, (k) career development, and (l) legal issues in student support services. (See Appendix F)

As the administration began to become part of the team leadership climate, a decision making model evolved that focused on promoting excellence, seeking equitability, and striving for efficiency. (See Appendix G) The managers and coaches of each team could use the model to implement self-direct team decisions. The college looked first to excellence, then equitability, but must evaluate each decision based on staff and fiscal resources.

If the expectation of Independence Community College was that administrators were going to institutionalize the use of team leadership, then the next step was to institutionalize that team concept to include evaluations. The Independence Community College evaluation instrument calls for evaluation based directly on job description components, professional qualifications, and an additional section entitled team responsibilities. Each administrator is evaluated by a team and a team leader based on job performance, team responsibilities, and professional qualifications. (See Appendix H)

What we here at Independence Community College are attempting to accomplish is the institutionalization of the college mission and strategies as part of the working administrative culture. We are consistently focused on (a) foreseeing, influencing and evolving change; (b) performance based leadership; (c) strategic planning; and (d) continuous performance improvement. Our administrative in-service program and evaluation process focuses on those same institutional philosophies.

Independence Community College

MISSION STATEMENT

Independence Community College is a comprehensive community-based educational organization committed to improving the quality of life for our citizens.

STRATEGIES

The Board of Trustees, administration, faculty, staff, and students accomplish the Independence Community College mission by:

- Providing opportunities for Independence Community College students to transfer successfully to four year colleges and universities.

- Developing partnerships with public/private schools, private industry, governmental agencies and economic development organizations to provide career and customized technical training.

- Providing success oriented opportunities for educationally disadvantaged citizens seeking educational and vocational entry level skills.

- Creating cultural, social, recreational and athletic opportunities for students to improve their talents and skills which encourage citizen involvement in college events.

- Providing financial direction and/or assistance to learners seeking access to Independence Community College.

- Supporting citizens with educational counseling, assessment, advisement, and retention programs that assist learners in reaching their educational goals.

- Providing facilities, equipment, and resources that encourage student, faculty, staff, and community goal attainment.

ICC ADMINISTRATIVE CHARACTERISTICS

1. **Individually identify five characteristics using one or two words.**
2. **Form a self-directed team of five individuals.**
3. **Select a coach and identify your top five administrative characteristics.**
4. **Share your characteristics with other teams.**
5. **As an organization, select the top administrative characteristics needed to meet our college mission and strategies.**

ICC ADMINISTRATIVE NEEDED CHARACTERISTICS

1. **Individually identify five characteristics using one or two words.**
2. **Form a self-directed team of five individuals.**
3. **Select a coach and identify your top five administrativ characteristics.**
4. **Share your characteristics with other teams.**
5. **As an organization, select the top administrative characteristics needed to meet our college mission and strategies.**

ICC LEADERSHIP VISION

THE INDEPENDENCE COMMUNITY COLLEGE

ADMINISTRATIVE STAFF

WORKS EFFECTIVELY IN

SELF-DIRECTED TEAMS FACILITATING CHANGE

BY COACHING TEAM MEMBERS TO

UTILIZE EFFECTIVE COMMUNICATION SKILLS

TO PROMOTE STRATEGIC PLANNING

RESULTING IN

PERFORMANCED BASED CONTINUOUS

IMPROVEMENT OF

INDEPENDENCE COMMUNITY COLLEGE

TO ENHANCE THE QUALITY OF

LIFE FOR OUR CITIZENS.

Appendix D

INDEPENDENCE COMMUNITY COLLEGE

presents

Seminars For Continuous Performance Improvement

Continuous Performance Improvement I:

CHANGE IN THE 90's ..... ***December 1, 1993***

Dr. Don and Louise Schoening, Independence Community College

Change is a necessity in any organization seeking continuous performance improvement.
Learn how to manage change - before chaos begins - using proven team-building techniques.

Continuous Performance Improvement II:

IMPLEMENTING SELF-DIRECTED TEAMS ..... ***January 5, 1994***

Loren Ankarlo, CareerTrack

When does a group become a team?
Create an energized, productive climate through effective team building
which results in continuous performance improvement.

Continuous Performance Improvement III:

THE MANAGER AS COACH ..... ***February 21, 1994***

Lloyd Arnsmeyer, CareerTrack

Learn the skills of coaching and build a team of champions.
Coaching techniques help you create pride in your people, a sense of shared goals, and the drive to make them happen.

Continuous Performance Improvement IV:

STRATEGIC PLANNING ..... ***March 16, 1994***

Pat Harger, Mercy Health Systems

Put the self-directed teams to work in a timely fashion with measurable results.
Create a road map - Establish priorities - Build the action plan - Enhance your leadership skills - Make your dreams a reali

Continuous Performance Improvement V:

HIGH-IMPACT COMMUNICATION SKILLS ..... ***April 26, 1994***

Dr. Helga Rhode, Career Track

Highly effective people in today's workplace are strong communicators.
Develop listening and speaking skills to become an active participant and leader in your organization.

Continuous Performance Improvement VI:

PERFORMANCE-BASED TEAM PERSONNEL PRACTICES ..... ***May 26, 1994***

Dr. Don Schoening, Dr. Tom Kurucz, Dr. Herb Swender, Charles Smart,
Independence Community College

The leadership of a successful organization based on self-directed teams shares its methodology and action plan.
Gain insights to capitalize on change to develop the potential of your employees and meet the challenges of an increasingly competetive market place.

Appendix E

INDEPENDENCE COMMUNITY COLLEGE
CONTINUOUS PERFORMANCE MANAGEMENT

MASTER'S PROGRAM - CORE CURRICULUM

- Educational Finances
- Personnel Management in School Administration
- Community College Administration
- The Community College
- Legal Foundations of Education
- Methods of Research
- Curriculum Development
- Administration and Supervision of Special Education
- Administration Computer Applications
- Individual and Group Student Techniques
- Career Development
- Legal Issues in Student Support Services

Appendix F

DECISION-MAKING MODEL

INDEPENDENCE COMMUNITY COLLEGE
IS COMMITTED TO
IMPROVING THE QUALITY OF LIFE
FOR OUR CITIZENS
BY MAKING DECISIONS THAT
PROMOTE **EXCELLENCE,**
SEEK **EQUITABILITY,**
AND
STRIVE FOR **EFFICIENCY**

Independence Community College
Administrative Job Evaluation
Dean of Administrative Services

Name: _____ **Position:** _____

Evaluation Period (From-To): _____ - _____

Evaluated By: _____ **Date of Evaluation:** _____

Direction: To be completed annually; completed by the employee in first blank, and completed by the supervisor in the second blank in consultation with the employee.

Ratings: 5 - Outstanding 4 - Exceeds Expectations 3 - Meets Expectations

2 - Below Expectations 1 - Improvement Required

I. SCOPE OF WORK RESPONSIBILITIES

___ ___ **A.** Responsible for the selection, training, placement and evaluation of staff and personnel in administrative services program.

___ ___ **B.** Responsible for the supervision of a comprehensive community college fiscal operation.

___ ___ **C.** Responsible for the development and implementation of the college's priority based budgeting system which insures accurate and efficient use of college funds.

___ ___ **D.** Serves as compliance officer insuring that college funding sources programs and personnel are in compliance.

___ ___ **E.** Develops, implements, and maintains planning processes for facilities maintenance, acquisition, and funding and capital construction.

___ ___ **F.** Responsible for the development and implementation of short and long term planning related to administrative services personnel, facilities and inservice training.

___ ___ **G.** Provides ongoing representation and communication with college committees, private and public educational systems, and local, state, and national organizations related to the college's administrative services program.

___ ___ **H.** Performs additional duties as assigned by the President.

___ ___ **AVERAGE EVALUATION**

II. TEAM RESPONSIBILITIES

___ ___ **A. Change:** Demonstrates consistent abilities to foresee, value, influence, and promote change in performing the duties required of the position.

___ ___ **B. Teamwork:** Interacts effectively with college and community personnel to support, coach, and facilitate self-directed teams.

___ ___ **C. Communication:** Contributes to the overall effectiveness of the college by helping to expand team capabilities through effective communication.

___ ___ **D. Results:** Demonstrates ability to participate, direct or facilitate others to create a performance-based team identity.

___ ___ **E. Planning:** Utilizes strategic planning to utilize individual talent to make the most of the strength of the team.

___ ___ **F. Evaluation:** Uses continuous performance evaluation techniques to promote excellence, seek equitability, and strive for efficiency in leading or serving on teams.

___ ___ **G. Dependability:** Does duties thoroughly. Accomplishes assigned tasks within deadline periods.

___ ___ **H. Management:** Demonstrates ability to effectively manage personnel and resources.

___ ___ **I. Judgment:** Demonstrates reliability, fairness, and competence in decision-making, problem-solving, and the evaluation of others.

___ ___ **J. Public Relations:** Promotes positive college image in all campus and community activities and in the media.

___ ___ **AVERAGE EVALUATION**

III. PROFESSIONAL QUALIFICATIONS

___	___	**A. Education:**	Has educational degrees, coursework and training needed to perform work responsibilities for the administrative assignment.
___	___	**B. Experience:**	Has demonstrated experience and skills to effectively complete work and team responsibilities.
___	___	**C. Adaptability:**	Adjusts to changes and new responsibilities of the college and assigned position in a positive manner.
___	___	**D. Initiative:**	Acts promptly and independently in determining better, more efficient approaches to accomplish his/her work responsibilities.
___	___	**E. Loyalty:**	Demonstrates, by action and commitment, to the betterment of the college in performing job related expectations.
___	___	**F. Self-improvement:**	Demonstrates a commitment to professional growth by seeking out opportunities for self-improvement through participation in clinics, seminars, workshops, coursework or self-study.
___	___	**Average evaluation**	

IV. IMPROVEMENT PLAN: (Attached Improvement Plan required to maintain position)

Employee:

Supervisor:

V. COMMENTS/RECOMMENDATIONS:

Employee:

Supervisor:

EMPLOYEE SIGNATURE DATE SUPERVISOR SIGNATURE DATE